





Making It All Work In A High School Math Classroom







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Geometry Teacher
LaGrange High School

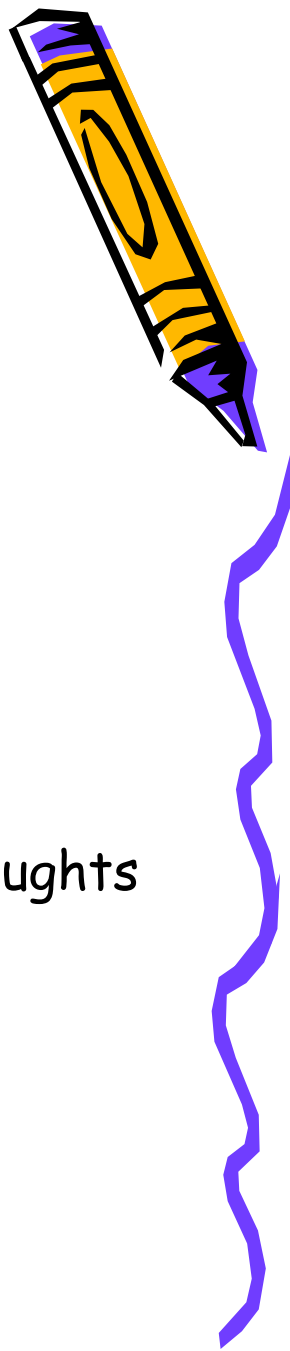


Can you name 5.....



Who named....

- 1st & last names for all  students
- 1st & last names for all  students
- all of the  students first
- all of the  students first
- all of the  students while smiling & thinking happy thoughts
- all of the  students with a confused look & prayers



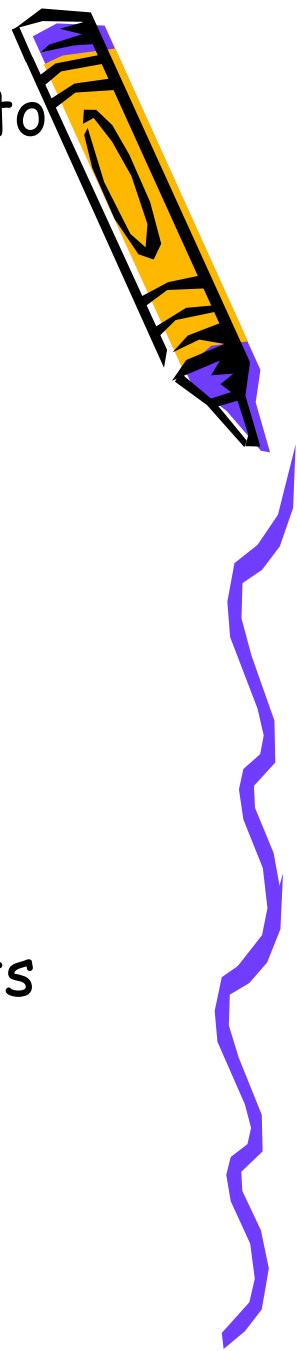
Facts about High School Students in the U.S.



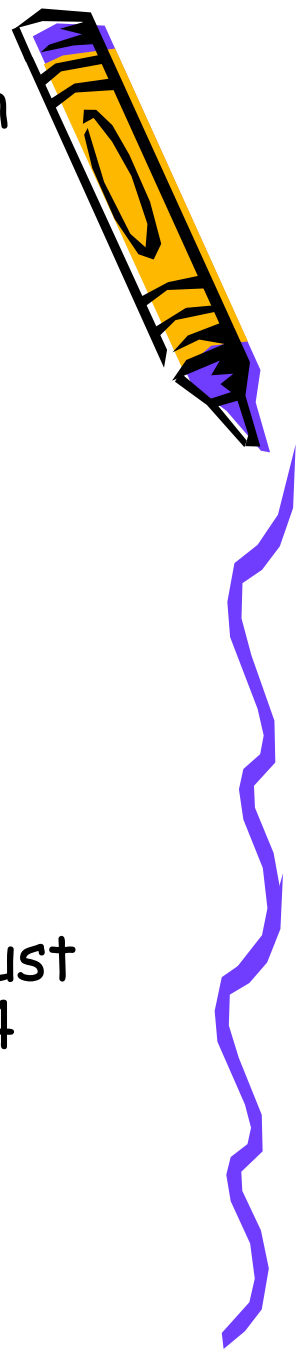
- 1.2 million students drop out of high school every year
- 44% of dropouts are still jobless by age 24
- \$300 billion in lost wages, lost taxes, & lost productivity due to dropouts from the class of 2009
- 68% of 8th graders can't read at grade level & most will never catch up



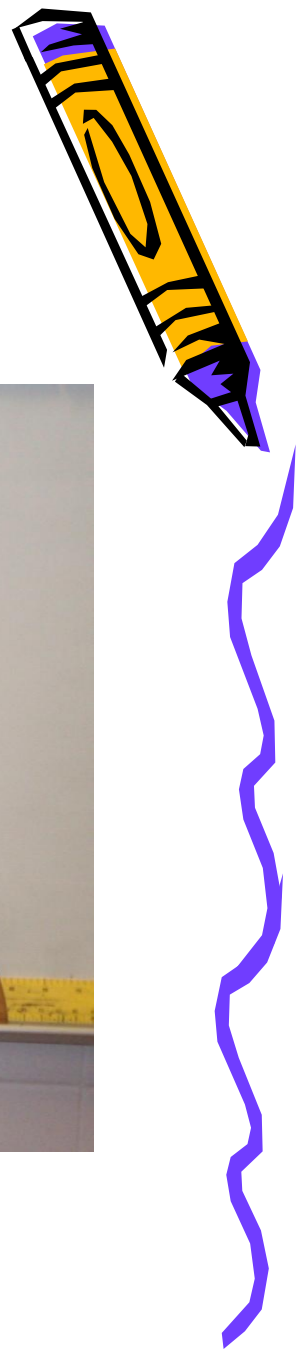
- Ranked 25th in Math & 21st in Science compared to students in 30 industrialized countries
- By the end of 8th grade, students are 2 years behind in Math being studied in other countries
- About half of the nation's African-American & Latino students graduate on time from an accredited high school
- The poverty rate for families headed by dropouts is more than twice that headed by high school graduates



- A dropout is more than 8 times as likely to be in jail or prison as a high school graduate
- For each additional year of schooling, the odds that a student will someday commit a crime like murder or assault are reduced by almost one-third
- Each year, the U.S. spends \$9,644 per student compared to \$22,600 per prison inmate
- Increasing the high school graduation rate by just 1% for boys alone would save the U.S. up to \$1.4 billion per year in reduced costs from crime

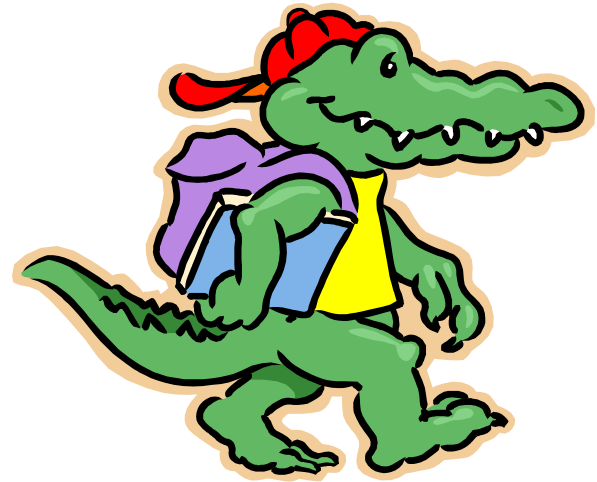


Who Am I?



"Who" is LaGrange?

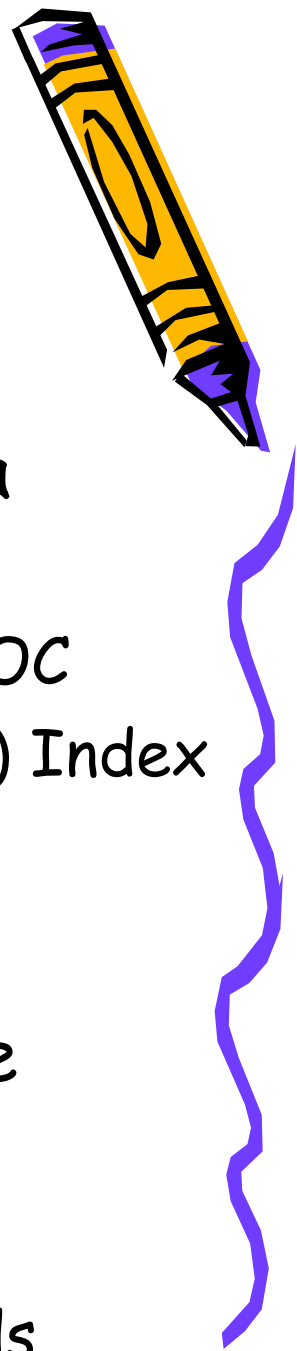
- Approximately 1,000 students (9th - 12th)
- Title I School (as of 2011)
- 2009-2010 SPS - 80.6
- 90% of Core Teachers are Highly Qualified
- 20% Special Education
- 90% Minority



Who Are My Students?



Interventions Through Classroom Documentation



- Setting Goals
 - Individual
 - Class Specific
 - School-wide
- Calculating Grades
 - Grade Sheets
 - Progress Reports
- Interpreting Data
 - Scantron
 - GEE 21; ILEAP; EOC
 - Mathematics (sps) Index
 - ACT
- Discipline/Positive Behavior
 - Contact Logs
 - Infraction Records

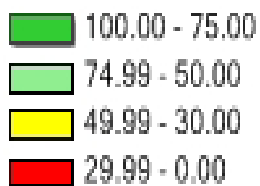
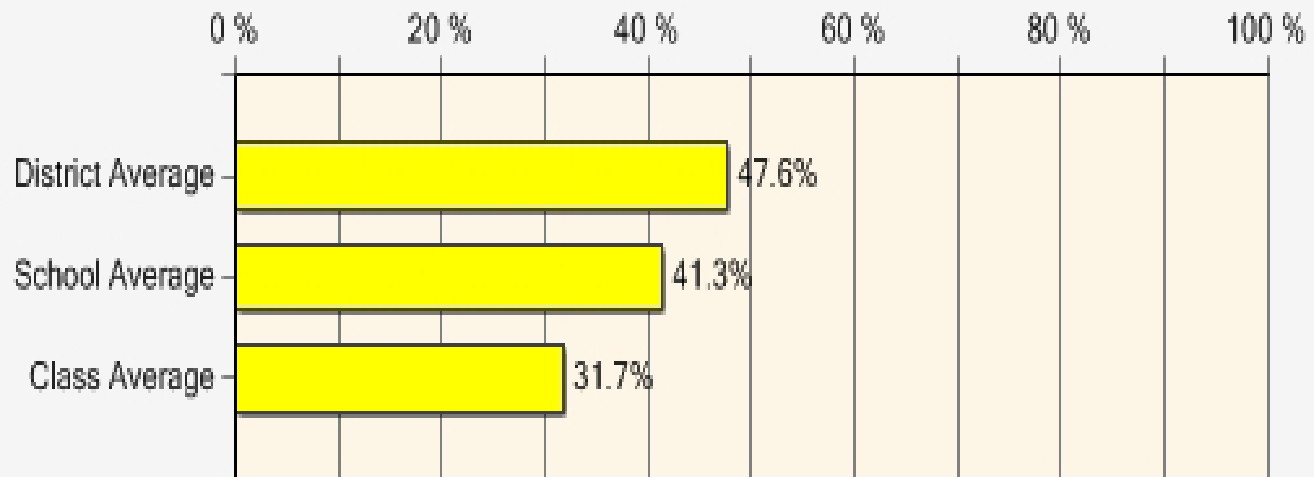
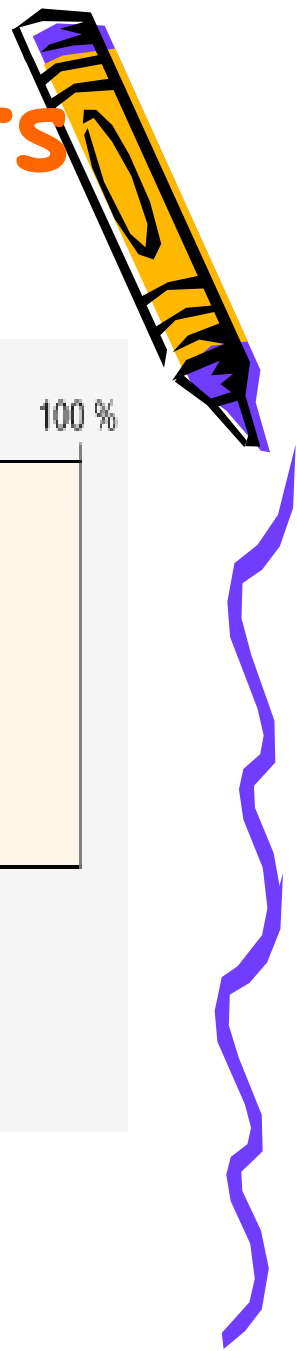


Data, Data, and More Data

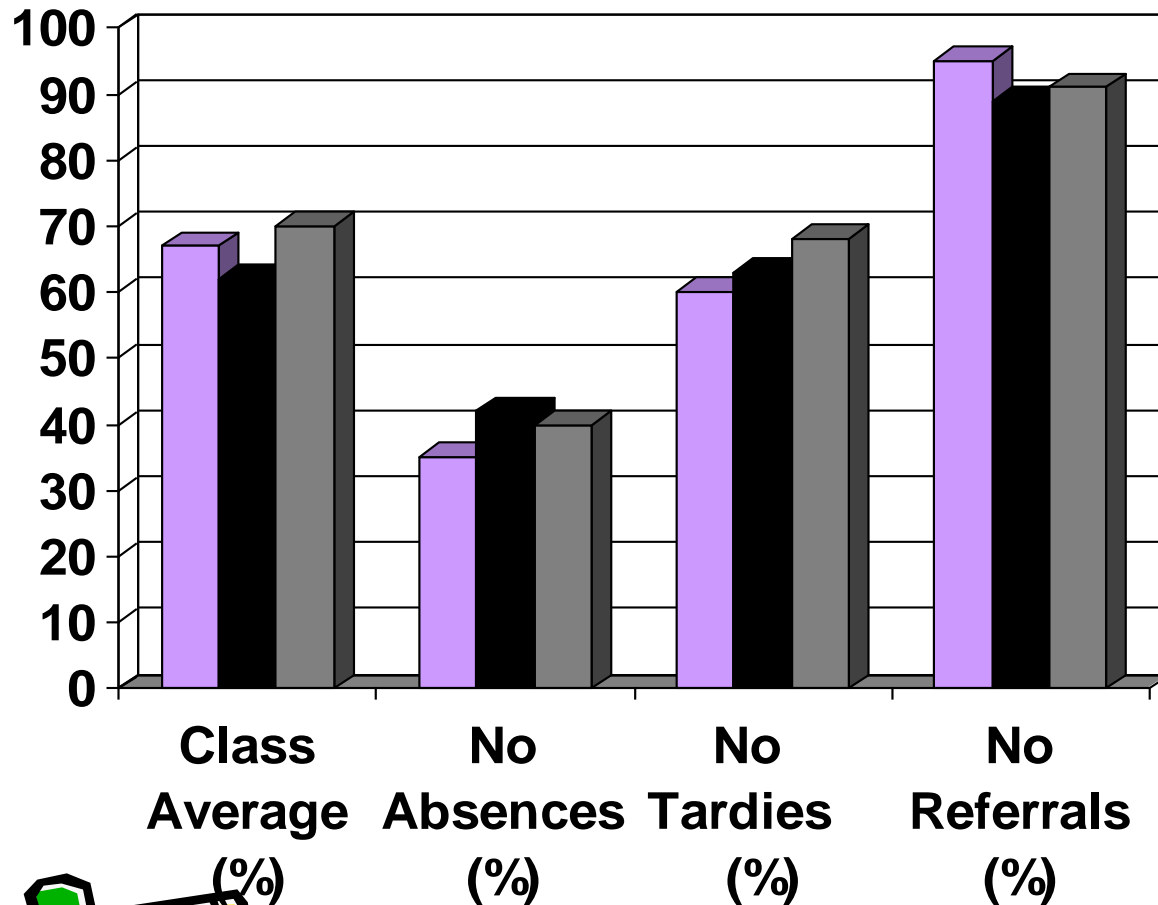
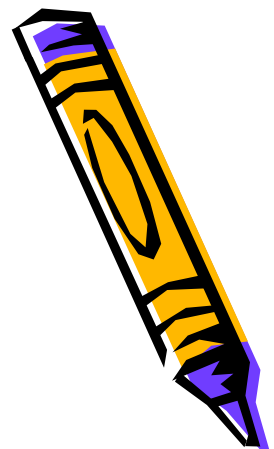
- Individual Goals
- Class Specific Goals
- School-Wide Goals



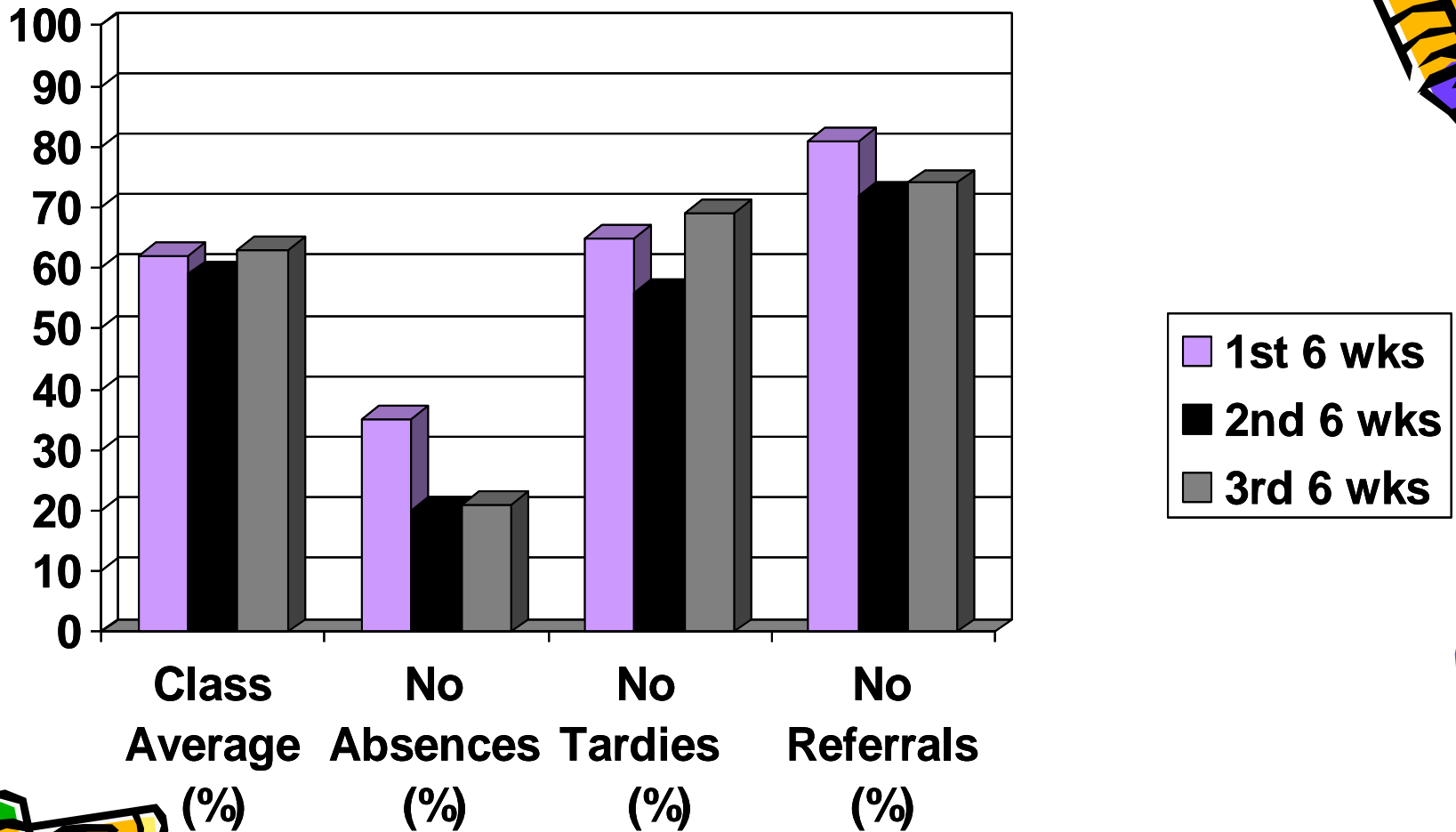
6th Hour's Scantron Results



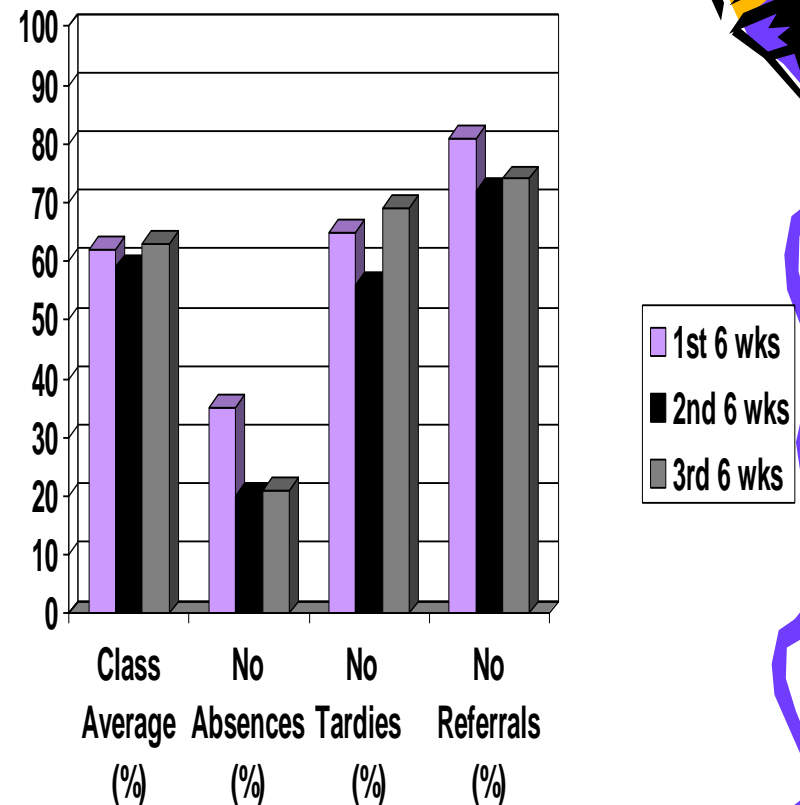
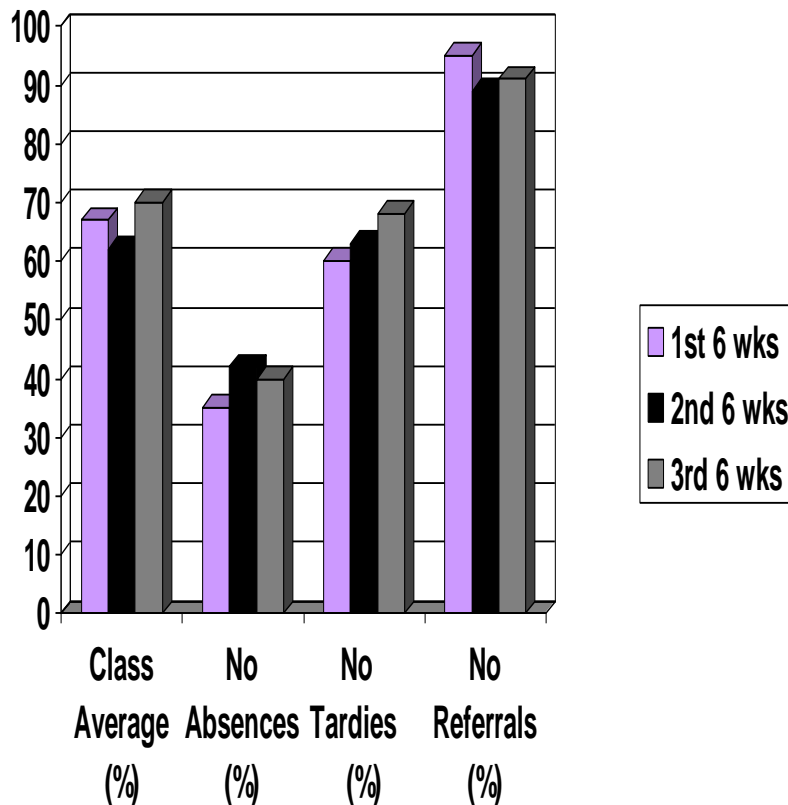
2nd Hour's Class Tracker



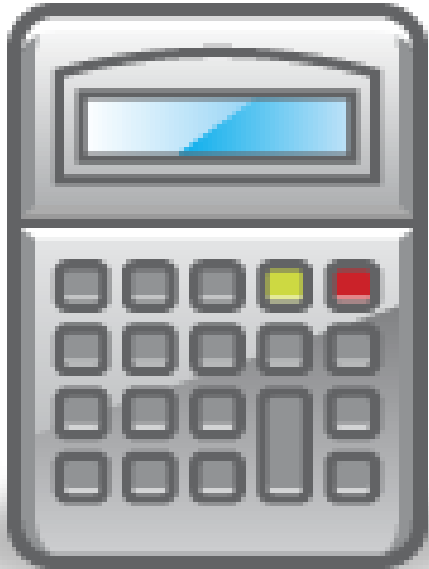
7th Hour's Class Tracker



Class Comparisons



Calculating Grades & Interpreting the Data



- Grade Sheets
- Progress Reports
- Individual Trackers
- Math Index
- PLAN Results



Individual Test Result(s)/Score(s)

Reading Level (AR score): _____

ILEAP: _____

Algebra 1 E.O.C: _____

GEE 21: _____

PLAN Test: _____

ACT: _____

Other (_____): _____



Individual Data Tracker

6 Wks Avgs:

Attendance:

Tardies:

Referrals:

1st

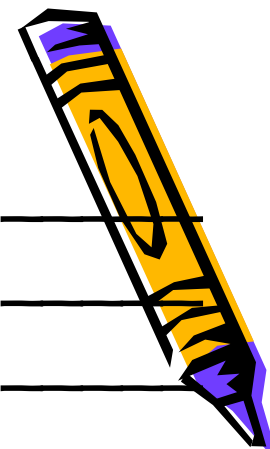
2nd

3rd

4th

5th

6th



Class Data Tracker

6 Wks Avgs:

Attendance:

Tardies:

Referrals:

1st

2nd

3rd

4th

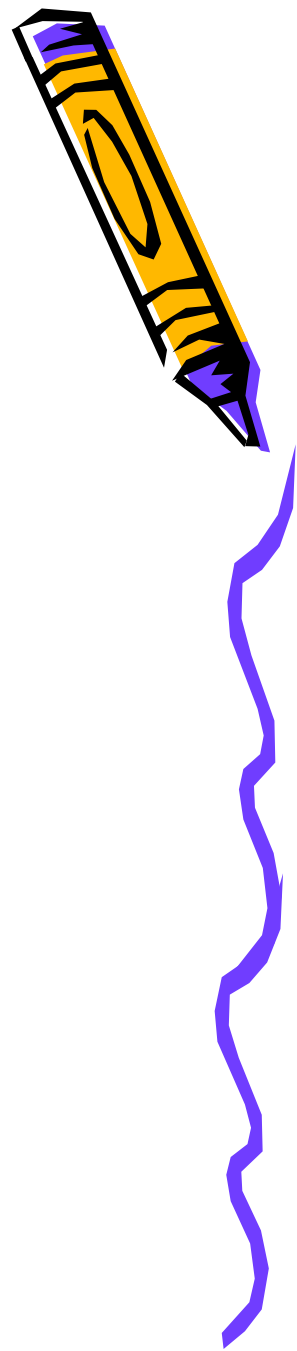
5th

6th

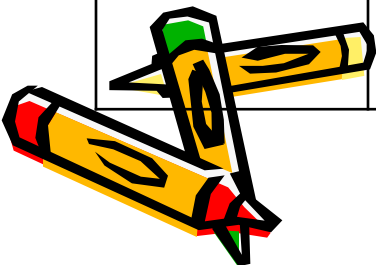
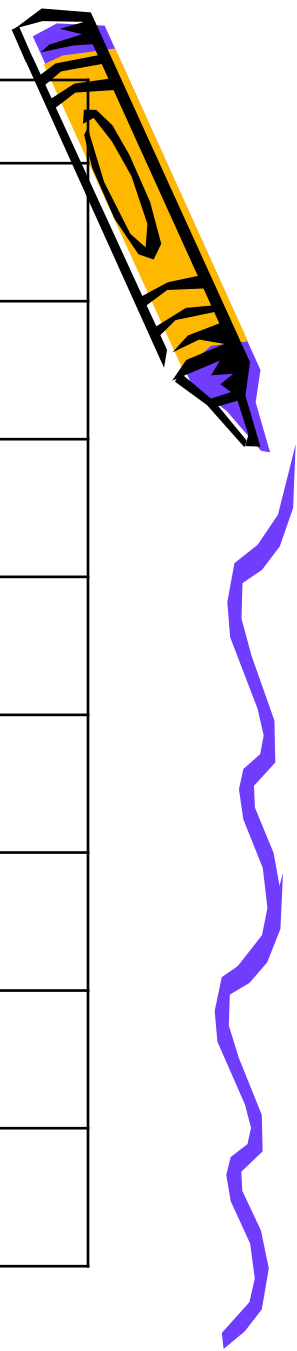


Discipline/Positive Behavior

- Parent Contact Logs
- Classroom Behavior Referral
- Absentee/Tardy Form
- After-School Tutoring
- Remediation Information



1 st Hour	Tardy	Skipping	Positive Class Behavior	Negative Class Behavior	Remediation/Conference
1. Susie					
2. Johnny					
3. Mike					
4. Keri					
5. Steven					
6. Henry					
7. Mika					



LaGrange High School Classroom Behavior Referral



Additional Interventions

Open dialogue between...

teacher & student

teacher & class

teacher & teacher

teacher & coach

teacher & parent

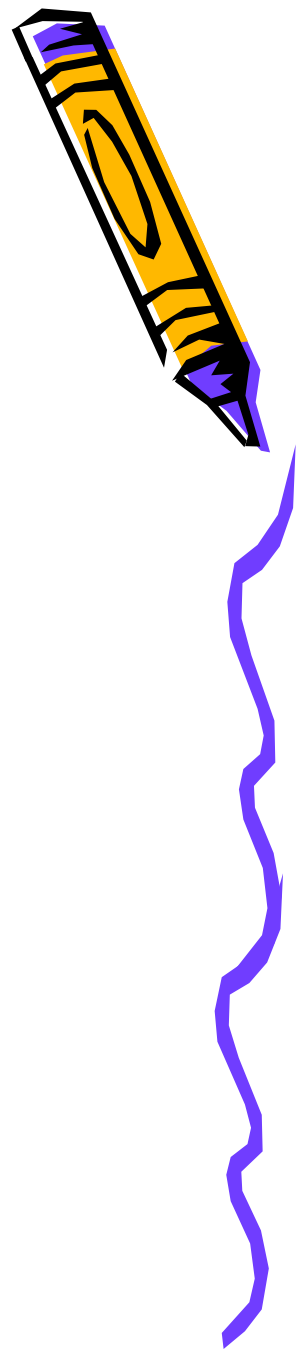
teacher & administration

Document, document, document.....

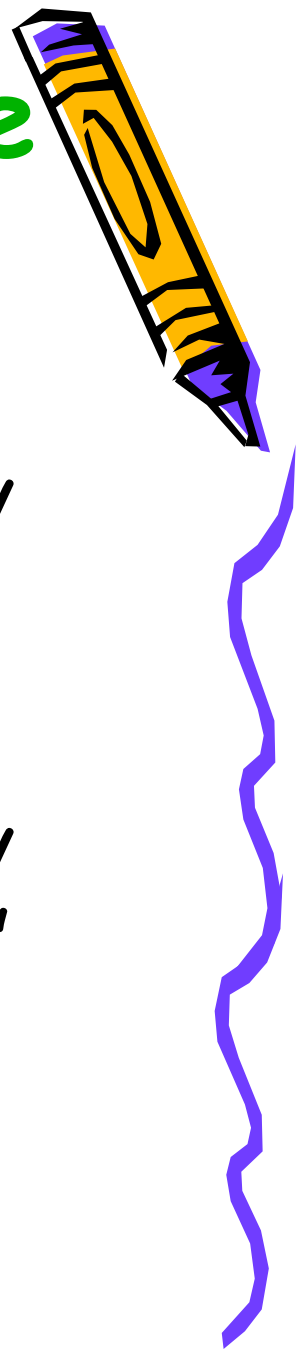


An Inclusion Classroom with Interventions

- Co-Teaching
- IEP Documentation
- Defiant or Noncompliant Students
- Mainstreamed Students



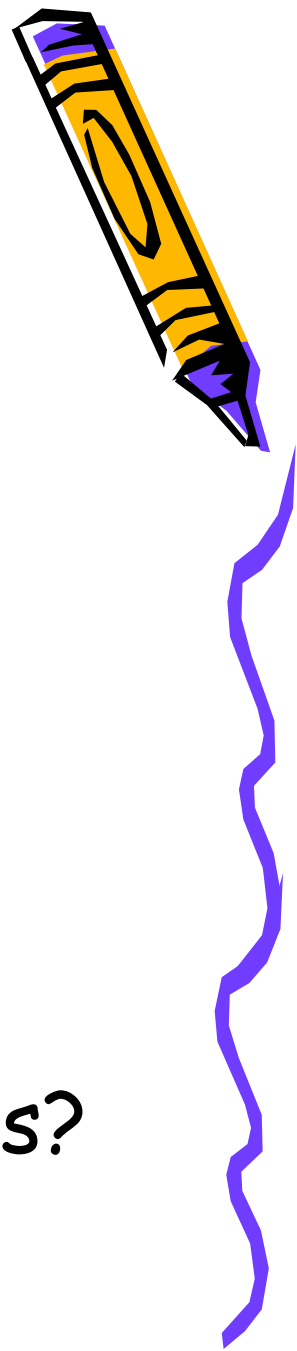
How Would You Answer the Following Questions?



- What do you tell students when they ask, "Why do we have to learn this?"
- What do you tell students when they ask, "Why can't we have a free day?"



- Do you teach the same subject, the same way, every day of every year?
- What interventions are you already incorporating into your classroom?
- Are you supporting your school's initiatives for successfully implementing intervention techniques?



GEE 21 Facts About My Students



<u>Year:</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>GEE 21 Index:</u>	77.5	83.3	90.7
<u>% Special Ed w/ Basic+:</u>	62%	67%	89%



What Worked?



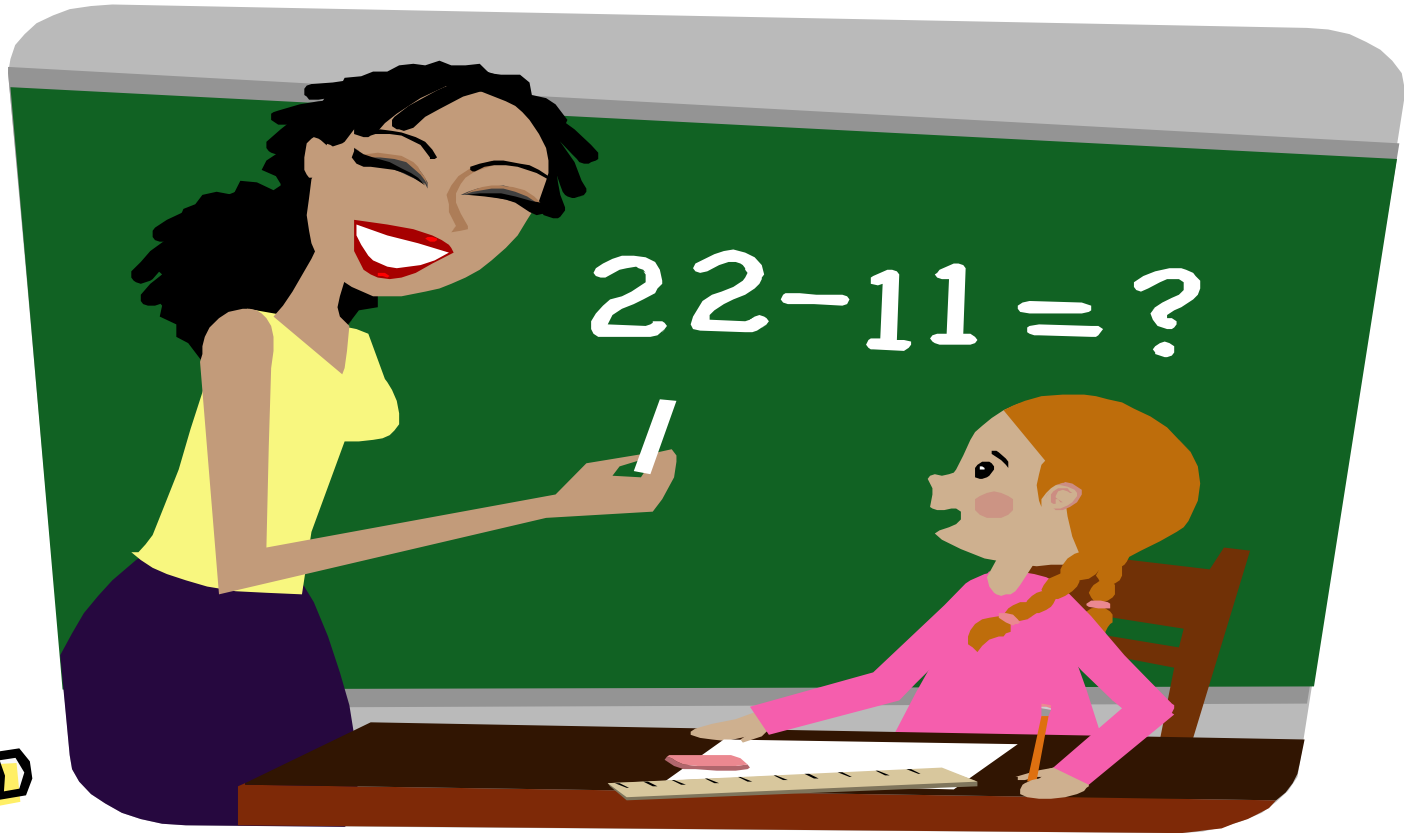
- Working together
 - Communication
 - Shared Resources
- Reflection tools
- Student Ownership
- CONSISTENCY
- Random grouping
- REAL LIFE Applications
- Note Guides
- Eliminated Math Anxiety



Organized Teacher
+ Organized Classroom
Successful Students



Putting It All Together



Choose 1 student from your "star" list and list 3 attributes that YOU think made that student a "star".

1. _____
2. _____
3. _____



Choose 1 student from your "red flag" list and list 3 attributes that YOU think made that student a "red flag".

1. _____
2. _____
3. _____

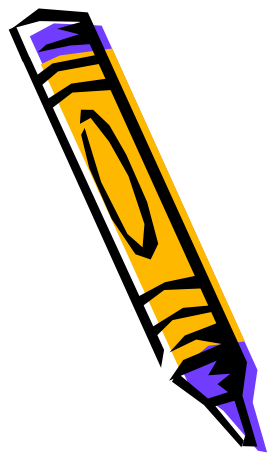


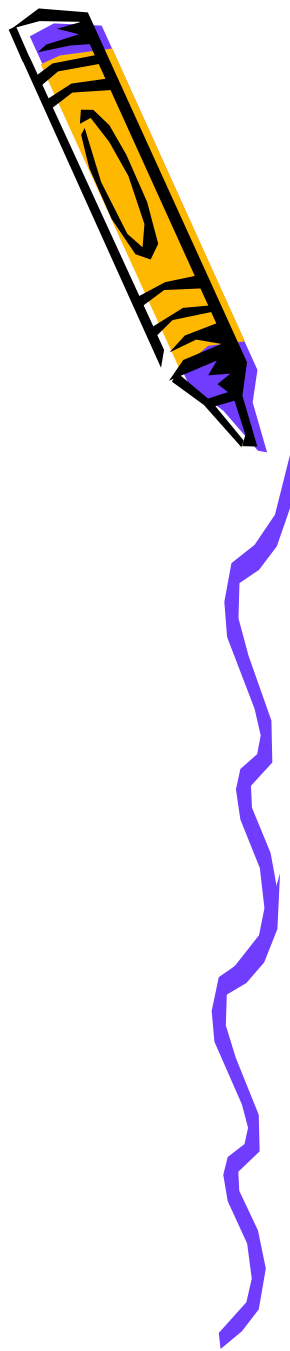
Intervention 1:

Red Flag
Student's Name

Intervention 2:

Intervention 3:





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